

**ACQUISITION OF ENGLISH VOCABULARY OF A SEVEN YEARS
OLD CHILD IN NON SPEAKING ENGLISH COMMUNITY**



A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Humaniora in English and Literature Department of Adab
and Humanity Faculty of UIN Alauddin Makassar

By:

ABDUL NAJIB TUANANY

Reg. Number: 40300111005

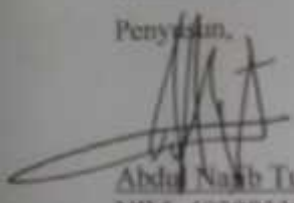
**ENGLISH AND LITERATURE DEPARTMENT
ADAB AND HUMANITY FACULTY
UIN ALAUDDIN MAKASSAR
2015**

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Abdul Najib Tuanany
NIM : 40300111005
Tempat/ Tgl. Lahir : Ambon, 08 November 1993
Jurusan/ Prodi/ Konsentrasi : Bahasa dan Sastra Inggris
Fakultas/ Program : Adab dan Humaniora
Alamat : Jln. Komp. Skarda N no. 26 Makassar (Dusun
Mandi Lagu kec. Pulau Haruku, Kab. Maluku
Tengah)
Judul : Acquisition of English Vocabulary of a seven years
Old Child in Non Speaking English Community

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Makassar, 28 Desember 2015
Penyusun,

Abdul Najib Tuanany
NIM: 40300111005

PENGESAHAN SKRIPSI

Skrripsi yang berjudul, "Acquisition of English Vocabulary of a seven years old child in non speaking English community"" yang disusun oleh Abdul Najib Tuanany, NIM: 40300111005, Mahasiswa Jurusan Bahasa dan Sastra Inggris Fakultas Adab dan Humaniora UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Jumat, tanggal 04 Maret 2016 M dan dinyatakan telah dapat diterima sebagai salah satu syarat memperoleh gelar Sarjana Sastra dalam Ilmu Adab Jurusan Bahasa dan Sastra Inggris (S.Hum), dengan perbaikan-perbaikan.

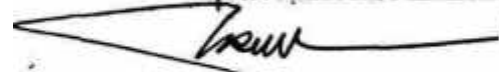
Samata, 04 Maret 2016

DEWAN PENGUJI :

Ketua : Dr. Abel. Rahman R., M.Ag.
Sekretaris : Masykur Rauf, S.Hum., M.Pd.
Munaqisy I : Syahrani Junaid, S.S., M.Pd.
Munaqisy II : Faidah Yusuf, S.S., M.Pd.
Pembimbing I : Dr. Abd., Muin, M.Hum.
Pembimbing II : Sardian Maharani Asnur, S.Pd., M.Pd

()
()
()
()
()
()

Diketahui Oleh:
Dekan Fakultas Adab dan Humaniora
UIN Alauddin Makassar



Dr. H. Barshamir, M.Ag.
NIP: 19691012 199603 1 003

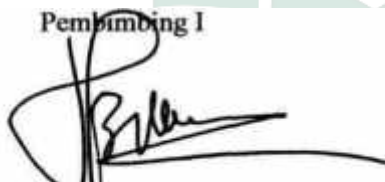
PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara Abdul Najih Tuanany, NIM: 40300111005, mahasiswa jurusan Bahasa dan Sastra Inggris (BSI) pada Fakultas Adab dan Humaniora UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul "Acquisition of English Vocabulary of A Seven Years Old Child in Non Speaking English Community", memajang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk dapat diajukan ke sidang *munaqasyah*.

Demikian persetujuan ini diberikan untuk proses selanjutnya.


Makassar, 28 Desember 2015

Pembimbing I



Dr. Abdul Muin, M.Hum.
NIP. 19660102 199203 1 002

Pembimbing II



Sardian Maharani Asnur, S.Pd., M.Pd.
NIP. 19840702 201101 2 010

APPROVAL SHEET

Title *Acquisition Of English Vocabulary Of A Seven Years Old Child in Non Speaking English Community*
Name Abdul Najib Tuanany
Reg. Number 4030011100005
Program English and Literature Department

Makassar, 28 Desember 2015

The Writer


Abdul Najib Tuanany
Reg. No: 4030011100005

Supervisors,

Supervisor I


Dr. Abdul Mann, M.Hum.
NIP: 196600102 199203 1 002

Supervisor II


Sardian Maharani Asnur, S.Pd., M.Pd.
NIP. 19840702 2011012010

Approved by
Head of English and Literature Department


Muh. Nur Akbar Rasyid, M.Pd., M.Ed., Ph.D.
NIP. 19811106 2003 12 1 003

Acknowledge by:
Head of Adab and Humanities Faculty


H. Barsihannor, M.Ag.
NIP: 19691012 199603 1 003

ACKNOWLEDGMENT



Praise be to compassionate and merciful God, just and wise, who grants His favor and mercy to those who obey Him, who punishes those who disobey Him. The Greatest, The Highest. Praise be to His exalted be His countenance, might be His dominion. It is who He judges and it is to Him that we return.

May Shalawat and Salam be with our prophet Muhammad Saw., peace be upon him. The most excellent worshipper, supreme among a prophet who has guided us from the darkness to lightness in this world as well as next world. “I bear witness that there is no god but Allah and I bear witness that Muhammad is the messenger of God”,

Various advices, directions, suggestions, supports and prayers from many people have motivated the writer during the process of doing and finishing this research. Thus, the researcher would like to express her greatest appreciation and deepest gratitude where the writer mentions them as follows:

1. Firstly, the writer’s special gratitude for his beloved parents,

Ahmad Tuanany and **Zubdah Marasabessy**. who have patiently given their love, continuous prayer, and also supports for the success of the writer’s study. Billion thanks to all the things that they have given. Their kindness and patience will be never forgotten in the

writer's mind till the end of the world. Then, his beautiful thanks to **Irma Tuanany, S.Ag., Nahriah Tuanany, S.Pd., Farida Tuanany, S.Pdi., Irfan Tuanany, S.IP., Komarudin Tuanany., Akip Tuanany.** Thanks a lot for being kind brothers and sisters.

2. The writer's thanks due to the Rector of UIN Alauddin Makassar, **Prof. Dr. Musafir Pabbabari, M.Ag..**
3. His deepest appreciation goes to the Dean of Adab and Humanities Faculty, **Dr. H. Barsihannor, M.Ag.,** the head of English and Literature Department, **Muh. Nur Akbar Rasyid, M.Pd., M.Ed., Ph.D.,** the secretary of English and Literature Department, **Syahrani Junaid, S.S., M.Pd.,** for their supports, helps, and motivation throughout the period of the study.
4. The sincere thank that the writer does not forget to express also for all of the lecturers who have given their knowledge and enlightenment during academic years since 2011.
5. The Greatest thanks to the honorable and beloved supervisors, **Dr. Abdul Muin, M.Hum.** as the first supervisor and The 3rd vice dean of Adab and Humanity Faculty, and **Sardian Maharani Asnur, S.Pd., M.Pd.** as the second supervisor for their guidance, help, advices, comment and supports that they gave to the writer throughout doing the research.
6. Furthermore, his deepest thanks also go to both of examiners, **Syahrani Junaid, S.S., M.Pd.** as the first examiner, and

Faidah Yusuf, S.S., M.Pd. as the second examiner for their comments, correction, and advices to the writer.

7. Special thanks to my beloved cousin, the most handsome at home **Muhammad Azmir Ikhtizam** who was chosen as the only one respondent in this research.

8. With all my love, thanks a lot due to a special girl

Hadija Rahmona Marasabessy, S.pd. Who always supports and accompanies the writer by her love, patient and brilliant ideas. Let's around the world, be a world traveler.

9. With love and respect of the writer, his greatest thanks due to the big family of **Prof. DR. H. Muhammad Saleh Putuhena** and

Drs. Hj. Zahrah Latuconsina for all their love and support for his success of study.

10. The writer's close friends **Akbar Mappiare, S.Pd.,**

Uci Rahmat Amitha, Rahmayani Ardiansyah, S.Pd, M.Pd.,

Noerlaila Firiani, S.Kep., Pujianti, S.Kep for their brotherhood and sisterhood, friendship, advices, and helps during the process of this research.

11. The writer's brothers and sisters in **MP2MS** (Sahapory Students association of Makassar) **M. Salman Marasabessy, S.T.,**

Ma'ruf Marasabessy, S.Kom., dr. Ma'ruf Chomo Marasabessy.,

Subhan Tuanany, S.T, Mato, S.Kom., Saifullah Marasabessy,

S.Ak.,

Rahmat

Marasabessy,

S.Kom.

12. Thanks for her friends in “KKN UIN Alauddin Makassar” batch 50 Manimbahoi Village in Gowa, **Ana, Mu’, Ilham, Marni, Bunda Ira.**
13. The greatest appreciation is delivered to her classmates of English and Literature’s students (batch 2011) for the brotherhood and the togetherness.
14. For all friends of the writer whose names that could not be mentioned one by one thanks for the understanding and supporting the writer.

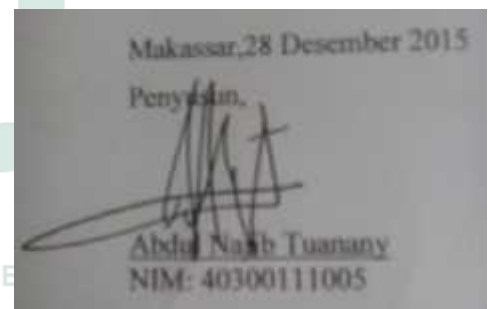
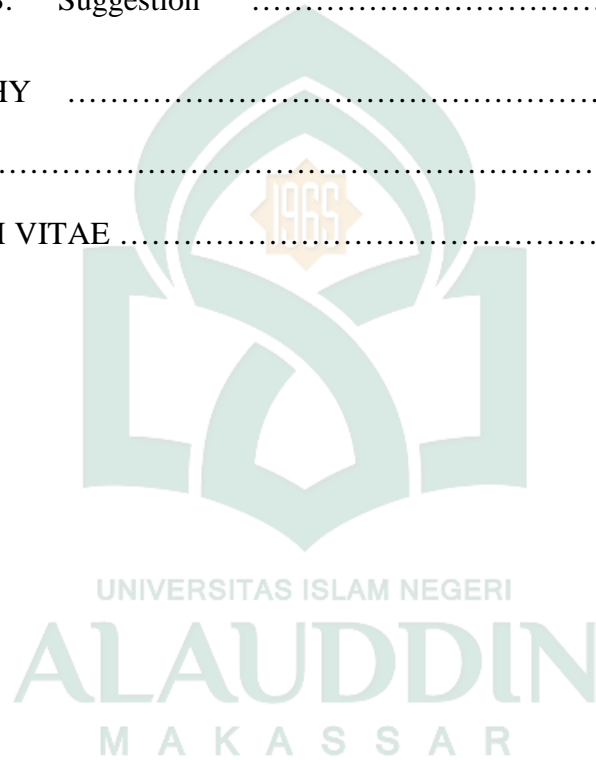


TABLE OF CONTENTS

COVER PAGE	
PERNYATAAN KEASLIAN SKRIPSI	i
PENGESAHAN SKRIPSI	ii
PERSETUJUAN PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENTS	v - vii
TABLE OF CONTENTS	viii - ix
ABSTRACT	x
CHAPTER I INTRODUCTION	1-3
A. Background	1
B. Problem Statement	2
C. Objective of the Research	3
D. Significant of the Study	3
E. Scope of the Study	3
CHAPTER II REVIEW OF RELATED LITERATURE	4 - 13
A. Previous Findings	4
B. Theory of Psycholinguistics	5
C. Theory of Foreign Language	6
D. Theory of Language Acquisition	7
CHAPTER III METHOD OF RESEARCH	14 - 17
A. Research Method	14
B. Population and Sampling	15
C. Instrument of the Research	16

	D.	Procedure of Data Collection	16
	E.	Technique of Data Analysis	17
CHAPTER	IV	FINDINGS AND DISCUSSIONS	18 - 53
	A.	Findings	18
	B.	Discussions	45
CHAPTER	V	CONCLUSIONS AND SUGGESTION	54 - 56
	A.	Conclusion	54
	B.	Suggestion	55
BIBLIOGRAPHY		57 - 60
APPENDIXES		
CURRICULUM VITAE		



ABSTARCT

Name : Abdul Najib Tuanany

NIM : 40300111005

Major : English Literature Department

Faculty : Adab and Humanity

Title : English Vocabulary Acquisition of A Seven Years Old Child in Non Speaking English Community

Supervisor I : Abd. Muin

Supervisor II : Sardian Maharani Asnur

This study is about English vocabulary acquisition of a seven years old child in non speaking English community, in Makassar. In this research, the writer use descriptive qualitative research that produced descriptive data, factual, detail, and accurate about the process of English vocabulary acquisition process. The instruments of research are observation sheet and recorder. The writer applied longitudinal study in this research by chooses one sample of a seven years old child, named M. Azmir Ikhtizam. The result of this research showed that English acquisition Vocabulary of a seven years old child occurred by several ways, such as imitating from people around him, acquiring from Game in his phone and listening music or watching TV and there are some kind of English vocabulary that He acquired in two months such as verb, noun, adjective and adverb. Based on the finding, the writer concluded that the ways of the child acquire English vocabulary could be divided into three majors process; imitating, acquiring from game and listening music or watching TV. In addition, he acquired several kind of English vocabulary in two months such as noun, adjective, verb, and adverb as additional information that the child has his own role in using language after he imitates from people around him.

CHAPTER I

INTRODUCTION

A. Background

Foreign language is language from another language and learned by native country. According to Saville and Troike (2005: 4) say that a foreign language is language that is not widely used in the learner's immediate social context that might be learned for travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate necessary practical application. So, it can be concluded that English is a foreign language in Indonesia.

The ways of acquiring English for the learners are also varieties. Language Acquisition is a process where someone acquires a language in a unconscious situation. Krashen (2009: 10) who distinguishes both acquisition and learning, he states that "acquisition" is a sub-conscious process where the learners acquire language which understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. Whereas "learning" includes the formal study about language rules and patterns. It is also known as formal knowledge of a language or explicit learning.

Old people learn English as a foreign language is motivated by current factors, such as: environment, job, government, and education are some reasons that were usually used. Different with children, they learn language by acquiring. They learn

language initially to get what they want, play games, stay connected with those on whom they are dependent, (Raffill 2013:3).

Most people believe that children are better than adults when attempting to learn new language. Factors involved in language acquisition can be divided into psychological and the social. Under psychological we shall consider his intellectual and under social we shall consider the types of situation and his interaction in acquiring new language, (Stenberg 1993:202).

Lieven and Tomasello in Piter and Nick (2008:168) state that children learn language from their language experiences—there is no other way. They argue that the child learns language from actual usage events,” i.e. from particular utterances in particular contexts, and builds up increasingly complex and abstract linguistic representations from these.

George said that Child is acquiring the language principally through a process of imitating adult speech. Certainly, children can be heard to repeat version of what adult say on occasion and they are clearly in the process adopting vocabulary from the speech they hear, (2010:175).

Child language is interesting to be observed because they have their own system and unique. Child acquires from their environment and makes their hypothesis then they try to pronounce and step by step their language is develop. Other interesting thing is children will force their self to make their language same like old people.

Here we can see an example which put by Neil (in Slobin, 1997:04) here he shows a conversation between mom and her child.

Child: No body don't like me

Mother: No, say nobody like me

Child: no body don't like me

Mother: no, now listen carefully, say nobody likes me

Child: oh nobody don't like me.

Based on the conversation above, we can see that even the child is forced by his mother to speak like her. But, the child is always uses his own way to speak.

In line with Neil, the researcher also sees the same phenomena in his environment. There is a seven years old child. In his daily live, he acquires English from some media such as: TV and smart phone. So does from people around him as like: his father, mother and his cousins. It can be seen from his conversation with that child:

Child: *"kak ku tau apa itu bahasa inggris nya senjata, weapon"*

The researcher: *"siapa yang bilang begitu?"*

Child: *"kuliati waktu main game k"*.

In another time, he asks his mother *"apabahasa iggrisnyamaumakan?"* than his mother tells him in English "I want to eat". Day after day, the researcher sees the development in his daily English. Based on those phenomena, it is interested to do

research about language acquisition of a seven years old child in non speaking English community.

B. Problem Statement

Children have their own way in acquiring language, especially in acquiring English as foreign language. Their English acquisition process can be influenced by many aspects. Based on this fact, the researcher formulated the research question as follows:

1. How does the seven years old child acquire English vocabulary?
2. What kinds of English does He acquire everyday?

C. Objectives of Research

Based on the Problem Statement above, the objectives of this research is to know:

1. English vocabulary acquisition of a seven year old child.
2. Kinds of English that acquired by the child.

D. Significance of research

1. The researcher expects that it can be used as a reference or as a comparative to know the acquisition of English vocabulary of the other child.

2. The researcher expects that it can give information for the parents about the developing of English vocabulary of child.
3. The researcher expects that it can be contribute in developing of psycholinguistics of Indonesia especially in English department of Alauddin state Islamic university of Makassar.
4. As the last the researcher expects that it can give the information for all the researcher who likes to watch and do research about the language of child and also the researcher expects can make a new theory or advice or critical about the acquisition of English vocabulary of a seven years old child in non English speaking community.

E. Scope of research

This research under the study of psycholinguistics study which is focus on child language acquisition. in this case, the researcher limits the research only seeing the child's acquisition on words, phrase and sentence. In other hand that, This research focused on English words, phrase and sentence which produced by the child. Even he used it with good pronunciation and structure or not, but the researcher believed that he understands them.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two deals with some theories related to the study, they are: previous related research finding, theories of psycholinguistics, theories of foreign language, theories of vocabulary, theories of child language, theories of language acquisition, and theories of child language acquisition.

A. Previous Related Research Finding

The researcher presents some previous findings, which are related or relevant with this research as follows:

Indrawati (2013) in her thesis, *“Language Acquisition by the Children (A case study of early child language acquisition aged 2-3 years old)”*. She found that the psychological effects of children and their mothers, their family members & the people around the children affect the children’s language acquisition, both in terms of phonology and mastery of vocabulary.

Isnawati (2009) in her thesis, *“The Application of Learning Styles in Second Language Acquisition at the Second Semester Students of English Literature Department of Adab and Humanity Faculty of Alauddin State Islamic University Makassar.”* She found that auditory, visual and tactile types of learners had differences in learning styles. The implication of the research of learning styles are likely to influence how the students respond and benefit from a given instructional program.

From the two previews finding above, the researcher assumes that both of them have similarity with this research who also observed about language acquisition. But in other thing there are some differences such as; in first thesis which belongs to Indarwati, she investigated about children first language acquisition in 2-3 years old child, while this research aims to find the process of English vocabulary acquisition of a seven years old child. Then, in the second thesis which belongs to Isnawati, she focused on the style of learning second language acquisition. but, this research will focus on the process of English vocabulary acquisition of a seven years old child in non speaking English speakers.

B. Theories of Psycholinguistics

According to Clark and Clark in Mardiah (2015: 6), psycholinguist of language or psycholinguistics is substantively concerned with two skills. These skills are speaking and listening and their acquisition. Then, it consists of three basic broad processes as comprehension, production, and acquisition. The field of psycholinguistics by Clarks' statement consists of human ability and their comprehension in acquiring and producing language. Then, Slobin in his book "*Psycholinguistics*" (1979:2) states that:

"... psycholinguists are interested in the underlying knowledge and abilities which people must have in order to use language in childhood. I say "underlying knowledge and abilities" because language, like all systems of human knowledge, can only be inferred from the careful study of overt behavior."

Moreover, Hartmann and Stork in Mardiah (2015:6) states that: “Psycholinguistics refers to the efforts of both linguists and psychologists to explain whether certain hypotheses about language acquisition and language competence as proposed by contemporary linguistic theories ...”

In addition, Hatch in Mardiah (2015:5) expresses her concept as “Psycholinguistics is defined traditionally as the study of human language, language, language comprehension, language production, and language acquisition.”

By all definitions above, it can be concluded that psycholinguistics is a branch of linguistic study that belongs to psychological aspect which study about human language and language acquisition.

C. Theories of Foreign Language

According to Mitchell and Myles (2004: 6), foreign language is a language which has no immediately local uses or speakers. Moreover, Tanveer (2007: iv) explains English as a Foreign Language (EFL) if the teachers and learners are those who are teaching or learning English while living in a community where English is not spoken as a first language.

In addition, Douglas (2004: 205) explains English as a Foreign Language (EFL) is English in one’s native culture with view immediate opportunities to use the language within the environment of that culture. Meanwhile, Tomlison (2011: 1)

defines foreign language is a language which is not normally used for communication in a particular society.

Based on the definitions above, the researcher concludes that foreign language is a language which is not used in the native culture, in a particular country, and people used it for certain context or purpose.

D. Theories of Vocabulary

There are some definitions of vocabulary proposed by experts. According to Hatch and Brown 2001:1, Vocabulary is a list of set of word for a particular language or a list or a set of words that individual speakers of a language might use. Moreover, Ur (1991:60), vocabulary can be defined, roughly, as the world we teach in different language. A new item of vocabulary maybe more than a single word: for example, post office, and mother-in-law, which or made up of two or three words but express as single idea. Furthermore, Akbari (2008: 2), defines that vocabulary as a major component of language that has been the object of numerous studies each of which has its own contribution to the field.

Based on three definitions above, vocabulary can be constructed as a series of words on foreign language use to express meaning. The words here are the symbols in form of groups of letter represent either a physical object or an idea. It can be formed from a single or more than one word.

According Kustarjo (1988: 24), one of the possible ways of learning vocabularies is learning vocabulary through derivation. It involves the four classes of word in the passion of accuracy in English sentence patterns. They are:

A. Noun

Noun is the name of thing or subject. Furthermore, there are five categories of noun:

1. Proper noun. Examples : Mr. Najib, Milan, Dutchman,
2. Concrete noun. Examples : book, pencil,
3. Abstract noun. Examples : beauty, justice
4. Countable noun. Examples : chairs, tables
- Uncountable noun. Examples : sugar, coffee, water, sand
5. Collective noun Examples : class, committee, crew

B. Adjective

Adjective is the name of qualities of the things. It is the word used to qualify noun and pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words.

In the following example, the underline words are adjectives:

The back room was filled with large yellowrain boots.

C. Verb

Verb is the name of an action done. It is the words which express an action or help to make a statement. There are some types of verb:

1. Auxiliary verb.

This helping verb assists the main verb in clause to express several basic grammatical contrasts, such as person, number, and tense. Such as: do, does

2. Inchoative verb

It is a verb that describes a change of state. Such as: dry, freeze, burn, rise, etc

3. Modals

The function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focused, and independent than those of lexical verb. They are: can, could, may, might, will, would, shall, should and with dare, need, ought to and used to.

4. Phrasal verb

It is a set of verbs which demonstrate some unique properties. Such as: The plane took off. The underline words are phrasal verb.

5. Regular and irregular verb

A regular verb is the verb that follows the pattern of taking –ed for the past tense and past participle or –d if the word ends in e, such as walk = walked. On the opposite, an irregular verb is the verb that does not take the –ed ending for the past tense and past participle forms. Some irregular verbs do not change: put = put, while others change completely: drink, drank, drunk.

D. Adverb

Adverb is the way of the action done or modifies the verbs. Adverbs can modify another adverb, such as: very carelessly

Adverb divided into several categories:

1. Adverbs of manner. For Example: your voice, loudly please!
2. Adverbs of place. For example: I want to go there.
3. Adverbs of time. For example: I will visit you next month.
4. Adverbs of frequency. For example: he calls me often.
5. Adverbs of degree. For example: he is very young.

E. Theories of Child Language

We have mind and in our minds we have language. But how could language get there? How do we learn to produce and understand speech? At birth we cannot speak, nor can understand speech. By the age of 4 years we will learn the basic vocabulary, syntax (grammatical rules and structures) and pronunciation of our language. By the time and age we will have overcome difficult and obstacles in language learning, (Stenberg 1998; 1).

Lieven and Tomasello in Piter and Nick (2008:168) explain that children learn language from their language experiences—there is no other way. They argue that the child learns language from actual usage events, i.e. from particular utterances in particular contexts, and builds up increasingly complex and abstract linguistic representations from these.

Moreover, Streng (1998:202) assumes that most people believe that children are better than adults when attempting to learn new language. Psychological and social interactions are two factors which involved in foreign language acquisition.

In addition, George said that Child is acquiring the language principally through a process of imitating adult speech. Certainly, children can be heard to repeat version of what adult say on occasion and they are clearly in the process adopting vocabulary from the speech they hear, (2010:175).

In line, Sabilah (2004: 2) explains that there are some reasons why children learn vocabulary of foreign language at the early age is better. They are as follows:

- a. Children's brain is more adaptable before puberty than after and that acquisition of language is possible without self-consciousness at an early age.
- b. Children have fewer negative attitudes to foreign language and culture than adults, and that consequently they are better motivated than adults.
- c. Children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
- d. Children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

F. Theories of Language Acquisition

Language Acquisition begins very early in the human lifespan, and begins, logically enough, with the acquisition of a language's sound patterns. Pinker (2013:

135) says that language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. He states that language acquisition would be learning to think, not just learning to talk.

According to Towell (1994: 3), language acquisition is the process by which a person learns a language. it is called acquisition because some linguists believed that development of the first language in a child is a special process.

Moreover, Lebeaux (2000. 5-6) says that language acquisition refers to the process or result of learning a particular aspect of language, and finally the language as whole. Acquisition is also used in the context of learning a foreign language. Foreign language and second language acquisition is thus distinguished from first language acquisition or mother tongue acquisition. In this context, acquisition is sometimes opposed to “learning”. The former is viewed a sub-conscious, natural process, which is the primary force behind foreign language fluency. The latter is seen as conscious process which monitors the progress of acquisition and guide the performance of the speaker.

In line with Lebeaux, Krashen (2015: 10) reveals that “acquisition” is a sub-conscious process where the learners acquire language which understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. Whereas “learning” includes the formal study about language rules and patterns. It is also known as formal knowledge of a language or explicit learning. “Explicit means knowledge which the learner is conscious of but which, nevertheless, can exist in the

mind of the learner in an-articulated way” (Pachler and Redondo, 2006: 97). So, the main difference between these two distinctions is that acquisition and learning refers to the learning process inside the learner, the degree of consciousness with which they learn. Jordens (2009: 45) reveal that:

“language acquisition is a developmental process which occurs in stage wise progression. At the initial stage both in child first- (L1) and adult second-language (L2) acquisition learners make use of a relatively simple language system to communicate”.

Based on the quotation above, the researcher concludes that language acquisition is the process which a person learns a language. Development process occurs in stage wise progression is called as Language Acquisition.

G. Theories of Child Language Acquisition

There are different ways to acquire second or foreign languages. It can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society. In second language acquisition situation, the language is spoken in the immediate environment of the learner, who has good opportunities to use the language by participating in natural communication situations. Second language acquisition may, or may not, be supplemented by classroom teaching. And for the foreign language learner, where the situation of the language is not spoken in the immediate environment or mass media may provide opportunities for practicing the receptive skills, the learner has little

opportunity to use the language in natural communication situations but it is not impossible acquisition may be passed by the foreign language learners.

Three basic theories which advanced to describe how language is acquired are as follows:

1. Behaviorist theory (imitation and reinforcement)

Skinner (2013:1) says that children acquire language by imitating the speech of others. When a child produces words successfully and they receive praise and encouragement, they will subsequently be motivated to repeat the behavior. The child may even see that their caregiver is happy and approving. This reinforcement assists the child's use of language and encourages development. Children develop regional accents, showing that they do imitate sounds around them. However, all children pass through the same stages of language development regardless of the amount of adult reinforcement they receive. But as addition according to Skinner on a quotation bellow, He states that:

“Children cannot acquire grammar by imitation as sentences are rarely spoken in the same way twice. Children say 'wented' and 'mans' for example - they have not heard an adult say these words and they have not been encouraged to make these virtuous errors. Jean Berko - 'wug test' Children discover the principals that underline the constructions and generate new utterances. In Berko's experiment, she said to the child, 'this is a wug, now there are two of them, what are they?' The child responded 'wugs'. Then Berko said to the child 'what are they doing?' and the child said 'wugging', Skinner (2013:1).”

Based on that quotation above, the researcher concludes that children will be able in imitate language by the people around him, even he couldn't use a good grammar yet.

2. Nativism (innateness theory) Naom Chomsky

Proposed that children have an innate ability to extract the rules underling language from the words they hear around them. He believed that when the human brain is exposed to speech at birth, it will automatically begin to receive and make sense of utterances because it is programmed to do so. Chomsky called this a 'language acquisition device' (LAD), Garvain (2013:2).

3. Piaget Geocentricism

Piaget (2002:4) says that children are egocentric, means that they regard themselves and their own opinions or interest as most important or valid. As a result, they often use persona pronouns, such as my and mine. Input theories Bruner - input theories stress the role of interaction in the development of language, focusing in particular on the interaction between children and care givers. He calls this 'child-directed speech'.

A child's language acquisition is said to depend on the contribution or input made by parents and 'significant others'. How care givers alter their speech, when speaking to children, giving them specific opportunities to take part in discourse: Care givers speak more slowly to children. Children learn language initially to get

what they want, play games, stay connected with those on whom they are dependent'. It is proposed the existence of LASS (Language acquisition support system). It also refers to the support for language provided by parents/care givers, Raffill (2013:3).

By three of the theories above, the researcher concludes that children's language acquisition is influenced by his environment such his social interaction, technology around him like phone or gadget and television and other. It same as what Danny (1998:211) says in his book an introduction to psycholinguistics that;

"... The greater the child, however, the greater the role that language plays in social interaction and the more the person will experience difficulty in being accepted. Even children who speaks same language but come from different school or town have difficulty in gaining acceptance".

Based on the quotation above, the researcher concludes that a child language acquisition is depend on contribution or input made by people around him. How his parents or his friends speak and do conversation with him.

CHAPTER III

METHODOLOGY OF RESEARCH

Kothari (2009: 8) states that research methodology is scientific method which solves the research problem systematically. And through in this chapter, the researcher describes the research method, population and sample, instrument of the research, procedure of Datum collection, and the technique of Datum analysis that will be used in the research.

A. Research Method

Descriptive qualitative research is used in this research because the researcher tries to produce descriptive Datum, factual, and accurate about the real and the existential of the process of language acquisition.

According to Best and Khan (2006: 12), descriptive research is also non-experimental research or correlation research, or theories that have universal validity; it is concerned with functional relationship. Qualitative research seeks with qualitative phenomenon, especially in the behavioral sciences where the purpose is to detect the underlying motives of human behavior (Kothari, 2004: xv). Furthermore, Mack, et. al (2005: 1) explain that the purpose of qualitative research is try to find the research problem or topic from the perspectives of the local population it involved.

This research is more also known as the term of naturalistic inquiry (is a research which does not make counting with numerals), that gives images about the condition factually and systematically. This method will be used together with the

psycholinguistic perspective in looking for the case of language acquisition process of the students in learning English.

B. Sample of the Research

In this research, the researcher only chose one sample as total sampling because this research will be done by longitudinal study.

Based on the explanation above, the researcher chose Muhammad AzmirIkhtizam, who was born in Makassar on 21st December 2007 as a sample of this research. Another consideration is because the researcher lives together with him. So, it helped him in catching the information about his vocabulary development all the time.

C. Instrument of the Research

The researcher used observation sheet by using tape recorder, in order to find out the improvement of his English vocabulary and the ways of he acquires English.

D. Procedure of Datum Collection

This research did in two months, August till September to find out the main information about what, where, and how a seven years old child acquires language by acquisition process. The Datum have been taken at home, school and the child's environment.

The researcher died several procedures as follows:

1. The researcher followed every activity of the child and notes his English vocabulary development.
2. The researcher did conversation with him, in order to stimulates his English.

E. Technique of Datum Analysis

In analyzing the Datum from observation sheet, the researcher used the theory of Skinner, Behaviorist theory (imitation and reinforcement). Skinner divided child's language acquisition in two kinds, first is imitation where the child acquires language by imitating the speech of people around him and the second is reinforcement that assists a child's use of language and his language development.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussion of the research findings. The findings are presented as Datum description, and the discussion reveals some arguments and further interpretations.

A. Findings

After doing a research to the seventh years old child in some places such as home, market, school and his environment, the findings of this research deals with observations sheet which the researcher used during the process of collecting Datum:

1. Observation

The observation was done in several places such as home, market, going to school and his environment. So that, the researcher presented the finding as follows:

Table 1

HOME

DAY 1 / DATUM 1					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adj	Verb	Adv
04-11-15	Imitating and Reinforcement	- sister - mother - TV - dad - egg - rice		- eat - play	

		- water			
DAY 2 / DATUM 2					
5-11-15	Imitating	- sister - TV - book	- fine	- drink	
DAY 3 / DATUM 3					
6-11-15	Imitating	- okay - mom - egg	- fine	- drink - eat - go	
DAY 4 / DATUM 4					
7-11-15	Imitating				
DAY 6 / DATUM 6					
9-11-15	Imitating	- phone - game		- play	
DAY 8 / DATUM 8					
11-11-15	Imitating		- fine	- drink	
DAY 10 / DATUM 10					
13-11-15	Imitating	- car		- go	
DAY 11 / DATUM 11					
14-11-15	Imitating	- okay - thanks - school			
DAY 12 / DATUM 12					
15-11-15	Imitating	- father - police - okay - game			
DAY 15 / DATUM 15					
18-11-15	Imitating	- TV - apple - father - orange			
DAY 16 / DATUM 16					
19-11-15	Imitating	- school - okay - yes			

DAY 17/ DATUM 17					
20-11-15	Imitating	- book - okay - yes			
DAY 18 / DATUM 18					
21-11-15	Imitating	- okay - yes	- fine	- go	- morni ng
DAY 19 / 19					
22-11-15	Imitating	- yes - okay	- fine		- morni ng
DAY 20 / DATUM 20					
23-11-15	Imitating	- friend - okay - yes		- go - play	
DAY 21 / DATUM 21					
24-11-15	Imitating	- yes	- ready		- morni ng
DAY 22 / DATUM 22					
25-11-15	Imitating	- game - yes - okay - bye - thank	- good		- morni ng
DAY 23 / DATUM 23					
26-11-15	Imitating	- school - yes - okay	- fine	- go	
DAY 24 / DATUM 24					
27-11-15	Imitating	- yes - start - weapon - power up	- left - ready	- play	- morni ng
DAY 25 / DATUM 25					
28-11-15	Imitating	- school		- go	

		- yes - okay			
DAY 26 / DATUM 26					
29-11-15	Imitating	- yes - okay - thank		- play - watch	
DAY 27 / DATUM 27					
30-11-15	Imitating	- yes - okay - school - thanks - dad	- fine	- play - drink	- morni ng
DAY 28 / DATUM 28					
01-12-15	Imitating	- game - okay - yes	- fine - awesome	- play - eat	- morni ng
DAY 30 / DATUM 30					
03-12-15	Imitating	- game - phone - pen - okay	- fine	- play	- morni ng
DAY 32 / DATUM 32					
5-12-15	Listen Music and watching TV	- Lady - Iron - Spider - Man - Bee		- Love	
DAY 33 / DATUM 33					
6-12-15	Imitating	- Yes - Okay	- Fine	- Drink - Eat	
DAY 34 / DATUM 34					
7-12-15	Imitating	- Car	- Fine		
DAY 35 / DATUM 35					
8-12-15	Imitating	- Hand - Clock - Rice		- Drink - Eat	

		- Egg			
DAY 36 / DATUM 36					
9-12-15	Imitating	- Okay - Breakfast - Money	- Fine	- go	
DAY 37 / DATUM 37					
10-12-15	Imitating	- Rice - Egg	- fine	- Drink - Eat	
DAY 38 / DATUM 38					
11-12-15	Imitating Watching TV	- Rice - Egg - Plate - Water		- Eat - drink	
DAY 39 / DATUM 39					
12-12-15	Imitating Watching TV	- no		- eat	
DAY 40 / DATUM 40					
13-12-15	Imitating		- Fine	- Go - Eat - Drink	

The table above shows that the seven years old child acquired some simple vocabularies in several days. The vocabulary he acquired at home is varieties enough. From four types of vocabulary, noun is the most type of vocabulary that he acquired at home. The vocabularies are acquired by imitate from hand phone, game, television, and people around him at home.

Table 2

MARKET

DAY 29 / DATUM 29					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	adj	Verb	Adv

02-12-15	Imitating	- apple - mother - father - bottle - car			
----------	-----------	--	--	--	--

In market, based on the table above, the English uses of the child are simple words. Most of the words are things and people that he saw or gone with them such as mother and father. And also several things which he saw in the market, such as: bottle and car. The vocabularies are acquired by imitate people around him at home.

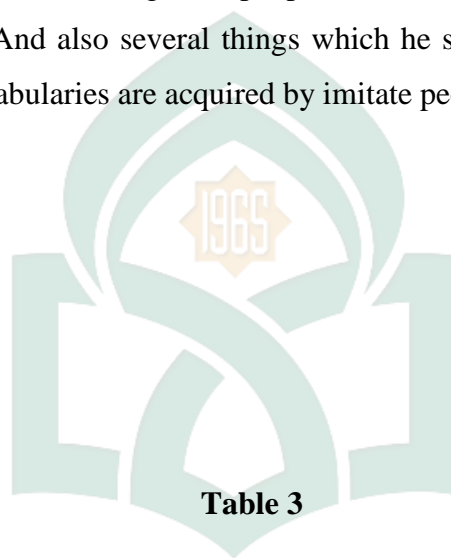


Table 3

Going to school

DAY 5 / DATUM 5					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	adj	Verb	Adv
8-11-15	Imitating	- car - clock			
DAY 7 / DATUM 7					
10-11-15	Imitating		- grand (hotel)		
DAY 9 / DATUM 9					

12-11-15	Imitating	- car			
DAY 14 / DATUM 14					
17-11-15	Imitating	- school	- ready	- go	
DAY 31 / DATUM 31					
04-12-15	Acquiring from game	- start - Guardian - lord - weapon - gun - blood	- power - fail - win - lose	- fight - Try	

The tables above show that when the child were going to school, the English used of him are mostly referred only simple words of building and transposition that he saw. He acquired the English words by two ways, they are: imitating by people around him and acquiring from game.

Table 4

ENVIRONMENT

DAY 13 / DATUM 13					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adj	Verb	Adv
16-11-15	Imitating	- friend - okay			

In his environment, the table above shows that the child just acquired two simple words. Okay to express his deal with friends and friends refers to his friend.

B. Discussions

This part is presented with the way of seven years old child acquired English vocabulary in non-speaking English community and kind of English vocabulary that he acquired through the observation.

1. English acquisition process of a seven years old child in non-speaking English community

After doing the observation to the child around two months in several places such as, home, going to school, market, and his environment, the researcher found many enough vocabularies from the child as the result of his English vocabulary acquisition.

The observation sheet was used by the researcher to observe the child. The researcher assumes that there are several ways a seven years old child uses in acquiring English vocabulary:

a. First is imitating people around him

Based on the datum 1, the researcher found that the child acquired some vocabulary that he acquired from people around him based on his activity. On the datum one the child was eating that's why vocabularies that the child acquired in

datum 1 refer to food that he had eaten and family words. For example: egg, rise, sister, mother, dad, water, etc.

Then, the datum 2 showed that when his parents talk to him with simple words like “yes” or “okay” to make a deal with him about something, than he will able to answer by saying “fine”, “okay” or rise his thump up and smile to make deal with them and people around him especially at his home.

Moreover, we can see in the datum 3, the child used some simple vocabularies such as mom, egg and okay. It's indicated that the child asked his mother to get some food. In addition, in datum 4, the child used just simple words. The words “Okay” to express his deal with friends and “friends” refers to his friend

Some of the datum of the result of observation showed that the child acquired English vocabularies by imitating people around him, such as researcher and his parents. The result in line with Skinner (2013:1), children acquire language by imitating the speech of others. When a child produces words successfully and they receive praise and encouragement, they will subsequently be motivated to repeat the behavior. The child may even see that their caregiver is happy and approving. This reinforcement assists the child's use of language and encourages development.

b. Secondly is he acquires from the game in his phone

At home, in the datum 24 when the child is playing game in his phone, he acquired some word directly such as “weapon” when he would like to choose the tools for war, “power up” when he wants to kill the king in his game.

In the Datum 31, going to school, the child acquired some words, such as “try again” when he loses, “blood”, “starts”, “fight” and many else vocabularies which including in the game that he saw as long as he was playing game.

The result of observation showed, there are some words acquired by the seven years old child from the game in his phone. This part is different with Skinner, children do not learn language initially just by imitating people around him. He also acquired by playing game.

c. The third is by listening to the music or watching

Based on the datum 32, we can see when the child was watching TV program such Spiderman, he can understand some dialogues which followed by the gesture of the pictures that show in the TV. He can understand what “spider” means when the character on that movie point toward a spider in the movie.

Another acquiring and reinforcement word from TV could we seen in the datum 39, when he child was watching SpongeBob, when spongebob’s friends said “no”, the child will able to understand that it means forbidden for him. So the child acquired it as forbidden words. Then he used the word to people around him when he did not agree with the deal which they made with him.

This is in contrast with Skinner theory. Based on the some datum of the observation sheet, we can see that the seven years old child acquires some words from TV program or music around him.

It can be concluded that most vocabulary that the child acquired is from watching television programs and playing game in his phone. It happened because there are a lot of repetitions every time as much as he was watching TV program and playing game in his phone.

2. Kinds of English that acquired by a seven years old child

After conducting observation to a seven years old child in several places such as at home, market, going to school, and the environment, the researcher found some kind of English vocabularies: verb, adverb, noun, and adjective as his foreign language acquisition development in several weeks around two months.

Based in the observation sheet, a seven years old child indicated that the English uses were more expressive at home than others places. It could be seen from the table before, the child who often speak with any variation of English.

In the datum 1, there are nine words that he acquired in a day. Most of the vocabularies that acquired were the things that he saw at home which were belonged to noun, such as: “room”, “movie”, “sister”, “mother”, “TV”, “dad”, “egg”, “rice”, “water”, etc. there are only two words of verb. And there are no adjective and adverb words.

On the other hand, refers to the datum 2, the table before shows that the English used of a seven years old child were improved from the day before. The dominant kinds of vocabularies still noun. But there is improvement of kind of the words. In the datum 2 there is one word of each type of adjective and verb.

There was improvement of total words that acquired of the child in a day in Datum 3. There were seven words that acquired by him in a day. They consist of three noun, one adjective, and three verb. There were no adverb. But in the datum 4 the child acquired nothing.

In the datum 8 and 10, there are two words only that acquired by the child in each day. They consist of one adjective and verb in datum 8, also one noun and verb in datum 10. Different with those two datum, in the datum 11 and 15, there were around four words that acquired by him. All of the words refer to noun kind of English word. There were no adjective, verb, and adverb.

Refers to the datum 12, 15, 16, and 17. There were one kind of English vocabularies in each of the datum. In datum 12 and 15 there were four words that acquired of the child. They were noun. Then in the datum 16 and 17, the child acquired three words in a day. They were consist of noun. The most dominant refer to those datum is noun. There were no adjective, verb, and adverbs found on those datum.

Moreover, in the datum 18 and 19, there were around four words in each day. We can see that all of the kind of vocabularies acquired by the seven years old child in each of those day. They were: two nouns and one in each adjective, verb, and adverb.

Then, in the datum 20, there were around five words that acquired by the seven years old child in a day. They were consisted of three words of noun and two words of verb. There were no adjective and adverb.

However, in the datum 21, 22, and 24, the seven years old child acquired three kind of word in each of those days. Noun, adjective, and adverb can be found in all of those days. There were no verbs.

And then, in the datum 25 and 26, there were two kinds of words that acquired by the seven years old child. They are noun and verb. In the datum 25, there were four words acquired by him. They were consists of three words of noun and one words of verb. While in the datum 26, there were five words that acquired by him in a day. They consist of three nouns and two verbs.

In several weeks, the words that acquired from the child were near similar. Furthermore, the kind of English used of him getting improved day by day at home. As we can see in some datum such as 27, 28, and 30 at home. In each of those days, the seven years old child acquired all kind of vocabularies. There were around noun, adjective, verb, and adverb.

In the next datum, the words that acquired by the child at home sometimes rise but sometimes down. It happened because he did not live in English community. He only speaks English if he get stimulus from people around him at home.

While a seven years old child was more varieties in used English at home, in the market the English used of a seven years old child was usual and simpler, we can see at the datum 29. The most dominant kind of words same as like at home which is noun. The total numbers of words that he acquired at market in datum 29 are five words. They consist of noun only. There were no adjective, verb and adverb word. He rarely went to the market. The words that he acquired were the things that he saw at market.

Going to the school, a seven years old child indicated had similarity of English word in several days. In the datum 5, there were two words that acquired by the child. They werenoun and there were no verb, adjective and adverb. However, in the datum 7 and 9, there are one word that acquired by the child in each day. They were one adjective in datum 7 and one noun in datum 9. There were no verb and adverb.

The improvement of English kind of word in the market can be seen in the Datum 14. In a day, the child acquired three words. They consist one kinds for each types of noun, adjective and verb. There were no adverb kinds of English word.

The well improvement going to school can be seen in the datum 31. He acquired twelve words in a day. They consist of six types of noun, four types of adjective, and two types of verb. Same as like another Datum of the day going to school, there were no adverb. Different with two places before, in the market the most kind of vocabularies that acquired by a seven years old child based on the Datum 5, 7, 9, 14, and 31 were adjective.

In the environment, a seven years old child was rarely enough to speak English. In fact, he did not use English in several days in his environment. This condition was caused because he lived in non-speaking English community. He interacted with *bahasa* to express his necessity with his friends. In the Datum 13, there were two words that acquired by the child in a day. There were only one kind of vocabularies that acquired by a seven years old child in the environment, they were: noun. There were no adjective, verb, and adverb.

Based on the explanation above, the researcher concludes that a seven years old child would be active in using English when he was at home and going to school, while will be passive when he was in market or in the environment. It was caused by the environment of that child. The environment was influential to the child's utterances. He would be active and acquire more when the environments were active in using English.

Moreover, as the behaviorism believes that language can be learned and performed through a process of stimulus, response and reinforcement (Malone, 2012: 5). According to this behaviorism, acquisition refers to the practice which should be based on repetition and memorization so that learners can make habit formation. Repetition and memorization should be involved through participation of the environment. The behaviorist argues that the more the learners repeat the forms of the target language, the better they will acquire that language. On the contrary, English acquisition will be less to the children when the environment is not active in using the target language as shown in the observation sheet at the environment. The children mostly interact with using *bahasa*. It was limit a seven years old child opportunity to acquire new English vocabularies or forms about his environment. It might be seen also in the market.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter extends the conclusion and suggestion based on the findings and discussion of the Datum analysis in the previous chapter.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher takes some conclusions as follows:

1. English acquisition process of a seven years old child in non-speaking English community

Generally the way of the child acquires English might be divided into three major processes. They are:

First is by imitating people around him in the some places (home, going to school, etc.), such as: through imitating to what his brother mentioned when giving command, through imitating when his brother or parents speak.

Second is he acquired from game in his phone, by playing game the child can acquire English vocabulary.

The last is by listening to the music or watching TV. based on the result of the research that a child can acquires English vocabulary when he or she is listen to the music and watching TV programs, listen to the music or watching video.

2. Kinds of English that acquire by a seven years old child

Based on the result of the research, the researcher found that the major kind of English at home and market is noun. The words that he acquires are the things that he saw in those places, such as: “room”, “movie”, “cup”, “knife”, etc. While going to school, the most kind of vocabularies that acquire by him are noun also. It happened because the words that acquired are mostly refers to the things that he saw on going to school. However, he kinds of English that acquire in the environment only noun and verb. This condition was caused because he lived in non-speaking English community. He rarely enough to speaks English with his friends.

B. Suggestions

Based on the conclusion above, the researcher proposed some suggestions as follows:

1. In doing this research the researcher just focus on English vocabulary acquisition of child, so the researcher suggests to the next researcher who wants to do research about the same phenomena, he or she may focus on other side such as structure or pronunciation.
2. Based on the result of the research, the research found that people around child as reinforcement has big influence to the child English vocabulary acquisition. so the researcher suggest them to stimuli the child to speak English every time.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian; Suatu Pendekatan Praktek* (ed) revisi VI. Cet.XIII; Jakarta: Rineka Cipta.
- Bahri, M. Arifin. 1997. *Learning Strategy in Second Language Acquisition by Indonesian Adult Learners of English*. Outline of Research for Dissertation. Ujung Pandang: Hasanuddin University.
- Brown, Douglas. 2004. *Language Assessment Principle and Classroom Practice*. United State of America: Pearson Education.
- Bunging, Burhan. 2008. *Metodologi Penelitian Kualitatif Aktualisasi ke Arah Ragam Varian Kontemporer*. Jakarta: PT. Rajagrafindo Persada.
- Clark and Herbert H. Clark Eve, V. 1977. *Psychology and Language: An Introduction to Psycholinguistic*. USA: Harcourt Brace Jovanovich, Inc. 1977. *Psychology and language*. New York: Hartcourt Brace Jovanovich.
- Crystal, David. 2008. *A Dictionary of linguistics and Phonetics (Sixth Edition)*. Singapore: Blackwell Publishing.
- Dimroth, Christine and Peter Jordens. 2009. *Functional Categories in Learner Language*. Germany: Walter de Gruyter GmbH & Co.
- Far Far, Hasan. 2009. *Factor Influence The Motivation of the Sixth Semester Students of English and Literature Department of Adab and Humanities Faculty of Alauddin State Islamic University in Learning English as A Foreign Language*. A Thesis. Makassar: Adab and Humanities Faculty of UIN Alauddin Makassar.
- Hagen, S. 1998. *Exporting today: policy implications*.
- Hamidi. 2005. *Metodologi Penelitian Kualitatif: Aplikasi Praktis Pembuatan Proposal dan Laporan Penelitian*. Cet.III; Malang: UNISMUH Malang.
- Hartmann, R.R.K. and Stork, F.C. 1972. *Dictionary of Language and Linguistics*. London: Applied Science Publishers.
- Hatch, Evelyn Marcussen. 1983. *Psycholinguistics: A Second Language Perspective*. USA: Newbury House Publishers, Inc.

- Indrawati. 2013. *Language Acquisition by the Children (A case study of early child language acquisition aged 2-3 years old)*. A Thesis. Makassar: Letters Faculty of Hasanuddin University.
- Isaac, Dan Slobin. 1979. *Psycholinguistic*. 2nd Edition: Glenview, IL: Scott Foresmen and Co.
- Isnawati. 2009. *The Application of Learning Styles in Second Language Acquisition at The Second Semester Students of English and Literature Department of Adab and Humanities Faculty Of Alauddin State Islamic University (UIN) Makassar*. A Thesis. Makassar: Faculty of Adab and Humanities UIN Alauddin Makassar.
- Johnson, Keith and Helen Johnson. 1999. *Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. USA: Blackwell Publishing Ltd.
- Kartono, Kartini. 2003. *Pengantar Metodologi Research Social* (Bandung: Alumni, t.th) h.298. Compare with A. Kadir Ahmad, *Dasar-Dasar Metodologi Penelitian Kualitatif* (ed) I. Makassar: CV. Indobis Media Centre.
- Krashen, Stephen. D. 1982. *Principles and Practice In Second Language Acquisition*. University of Southern California: Pergamon Press Inc.
- Maleong, Lexy J. 1995. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Mitchell, R., & Myles, F. 2004. *Second Language Theories*. 2nd ed; New York: Hodder Arnold Publication.
- Pachler, Norbert. 2003. *Teaching Modern Foreign Languages at Advanced Level*. New York: Routledge of Taylor & Francis Group.
- Pinker, Steven. *Language Acquisition*. Accessed on <http://www.arts.uwa.edu.au/LingWW/L'nlo 299notes/theoracuis>. (October 24th, 2014).
- Reeves, N. 1996. 'Does Britain need linguists?' In Hawkins, E. (ed) *30 Years of Language Teaching*. London: CILT.
- Richards, Jack C. and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics (3rd Edition)*. London: Longman.

- Richards, Jack C. and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics (3rd Edition)*. Britain: Longman.
- Rivers, W. M. 1964. *The Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press.
- Saville, Muriel and Troike. 2006. *Introduction to Second Language Acquisition*. New York: Cambridge University Press. <http://www.cambridge.org>. (October 25, 2014).
- Scovel, Thomas. 1998. *Psycholinguistics*. Spain: Oxford University Press.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif*. Jakarta: IKAPI.
- Sukardi. 2007. *Metodologi Penelitian Kompetensi dan Prakteknya*. Cet.IV; Jakarta: Bumi Aksara.
- Supranto, J. 1998. *Metode Riset, Aplikasinya Dalam Pemasaran*. Jakarta: Lembaga Penerbit FE-UI.
- Surahmat, Winarto. 1990. *Penelitian Ilmiah*. Bandung: Tarsito.
- Tanveer, Muhammad. 2007. *Investigation of the Factors that Cause Language Anxiety for ESL/ EFL Learners in Learning Speaking Skills and Influence It Casts on Communication in the Target Language*. A Dissertation. University of Glasgow. Retrieved from <http://asian-efl-journal.com/thesis/2008/07/28/investigation-of-the-factors-that-cause-language-anxiety-for-eslefl-learners-in-learning-speaking-skills-and-the-influence-it-casts-on-communication-in-the-target-language/> (October 25, 2014)
- Tavakoli, Hossein. 2012. *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Iran: Rahnama Press.
- Through, Kindergarten and Grade Twelve. 2003. *Foreign Language Framework for California Public Schools*. Sacramento: California Department of Education
- Tomlinson, Brian. 2011. *Material Development in Language Teaching (Second Edition)*. United Kingdom: Cambridge University Press.

APPENDIX Table 1

HOME

DAY 1 / DATUM 1					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adj	Verb	Adv
04-11-15	Imitating and Reinforcement	- sister - mother - TV - dad - egg - rice - water		- eat - play	
DAY 2 / DATUM 2					
5-11-15	Imitating	- sister - TV - book	- fine	- drink	
DAY 3 / DATUM 3					
6-11-15	Imitating	- okay - mom - egg	- fine	- drink - eat - go	
DAY 4 / DATUM 4					
7-11-15	Imitating				
DAY 6 / DATUM 6					
9-11-15	Imitating	- phone - game		- play	
DAY 8 / DATUM 8					
11-11-15	Imitating		- fine	- drink	
DAY 10 / DATUM 10					
13-11-15	Imitating	- car		- go	
DAY 11 / DATUM 11					
14-11-15	Imitating	- okay - thanks - school			
DAY 12 / DATUM 12					

15-11-15	Imitating	- father - police - okay - game			
DAY 15 / DATUM 15					
18-11-15	Imitating	- TV - apple - father - orange			
DAY 16 / DATUM 16					
19-11-15	Imitating	- school - okay - yes			
DAY 17/ DATUM 17					
20-11-15	Imitating	- book - okay - yes			
DAY 18 / DATUM 18					
21-11-15	Imitating	- okay - yes	- fine	- go	- morni ng
DAY 19 / 19					
22-11-15	Imitating	- yes - okay	- fine		- morni ng
DAY 20 / DATUM 20					
23-11-15	Imitating	- friend - okay - yes		- go - play	
DAY 21 / DATUM 21					
24-11-15	Imitating	- yes	- ready		- morni ng
DAY 22 / DATUM 22					
25-11-15	Imitating	- game - yes	- good		- morni

		- okay - bye - thank			ng
DAY 23 / DATUM 23					
26-11-15	Imitating	- school - yes - okay	- fine	- go	
DAY 24 / DATUM 24					
27-11-15	Imitating	- yes - start - weapon - power up	- left - ready	- play	- morni ng
DAY 25 / DATUM 25					
28-11-15	Imitating	- school - yes - okay		- go	
DAY 26 / DATUM 26					
29-11-15	Imitating	- yes - okay - thank		- play - watch	
DAY 27 / DATUM 27					
30-11-15	Imitating	- yes - okay - school - thanks - dad	- fine	- play - drink	- morni ng
DAY 28 / DATUM 28					
01-12-15	Imitating	- game - okay - yes	- fine - awesome	- play - eat	- morni ng
DAY 30 / DATUM 30					
03-12-15	Imitating	- game - phone - pen - okay	- fine	- play	- morni ng
DAY 32 / DATUM 32					

5-12-15	Listen Music and watching TV	- Lady - Iron - Spider - Man - Bee		- Love	
DAY 33 / DATUM 33					
6-12-15	Imitating	- Yes - Okay	- Fine	- Drink - Eat	
DAY 34 / DATUM 34					
7-12-15	Imitating	- Car	- Fine		
DAY 35 / DATUM 35					
8-12-15	Imitating	- Hand - Clock - Rice - Egg		- Drink - Eat	
DAY 36 / DATUM 36					
9-12-15	Imitating	- Okay - Breakfast - Money	- Fine	- go	
DAY 37 / DATUM 37					
10-12-15	Imitating	- Rice - Egg	- fine	- Drink - Eat	
DAY 38 / DATUM 38					
11-12-15	Imitating Watching TV	- Rice - Egg - Plate - Water		- Eat - drink	
DAY 39 / DATUM 39					
12-12-15	Imitating Watching TV	- no		- eat	
DAY 40 / DATUM 40					
13-12-15	Imitating		- Fine	- Go - Eat - Drink	

Table 2**MARKET**

DAY 29 / DATUM 29					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	adj	Verb	Adv
02-12-15	Imitating	- apple - mother - father - bottle - car			

Table 3**OTW TO SCHOOL**

DAY 5 / DATUM 5					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	adj	Verb	Adv
8-11-15	Imitating	- car - clock			
DAY 7 / DATUM 7					
10-11-15	Imitating		- grand (hotel)		
DAY 9 / DATUM 9					
12-11-15	Imitating	- car			

DAY 14 / DATUM 14					
17-11-15	Imitating	- school	- ready	- go	
DAY 31 / DATUM 31					
04-12-15	Acquiring from game	- start - Guardian - lord - weapon - gun - blood	- power - fail - win - lose	- fight - Try	

Table 4

ENVIRONMENT

DAY 13 / DATUM 13					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adj	Verb	Adv
16-11-15	Imitating	- friend - okay			

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
 MAKASSAR

CURRICULUM VITAE



Abdul Najib Tuanany or usually called Najib, Abdu, N, or Tuanany was born on November 8th, 1993 in Kailolo, Ambon Regency of Moluccas. He is the 7th as the last son of Ahmad Tuanany and Zubdah Marasabessy. He has three old brothers and three old sister.

In 2000, he started his elementary school at MIN. Kailolo of Haruku Island and graduated in 2005. Then he continued his study in MTsN. Masohi of Middle Moluccas and graduated in 2008. In the same year he continued his study in SMAN 2 Pulau Haruku of Middle Moluccas and graduated in 2011. Directly after graduated of his senior high school, he was accepted as a student of English and Literature department at Adab And Humanities, Alauddin State Islamic Universtiy (UIN Alauddin) of Makassar and graduated in 2016.